

Peer Editing of Microteach I Criteria

Review each other's lesson plans, providing feedback in the following areas:

1. Are all of the components of the lesson plan present? Refer to your notes and the sample lesson in your course packet for all of the components.
2. Are at least 2 Sunshine State Standards (benchmarks) included?
3. Do the benchmarks include both the alphanumeric code and description? (e.g., SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.)
4. Is the title of the lesson a subcategory of the title of the unit? (For example, if the unit title is "The Solar System," a lesson title might be "Saturn.")
5. Does the rationale truly answer why it is important for the students to learn the content of the lesson? It should answer the question, "WHY are you teaching the lesson?"
6. Does the goals objective include all five components: learner, learner task, conditions, observable student behavior, and criterion? Refer to your notes for the goals objective format.
7. Does the content section include only an outline or list of the lesson content? It should NOT be an abbreviated version of the procedures. The content section should answer the question, "WHAT are you teaching in this lesson?"
8. Is the anticipatory set truly something that would get the students interested in the lesson? Is it based on their interests and the lesson content?
9. Modeling is when the teacher explains and/or demonstrates how to do something. Look over the "Model" part of the plan. Is the teacher truly modeling?
10. Even though the lesson plan will not be implemented in its entirety during Microteach I, the plan still needs to include the Guided Practice, Independent Practice, Closure/Summary, and Evaluation sections. Does the plan include these sections?
11. Guided Practice involves groupwork or activities during which the students are still assisted by the teacher and/or by each other. Does the Guided Practice section reflect such activities?
12. Let's pretend you are a substitute teacher and were to follow this plan. When reading the procedures, would you be able to easily implement this lesson or are some parts of the procedures unclear?
13. Independent Practice involves the students working independently (without teacher or peer assistance) at their desks or refers to homework. Does the Independent Practice section reflect such activities?
14. After reading over the procedures, refer back to the Sunshine State Standards. Do the benchmarks reflect what the students will be learning/doing in the lesson?
15. Are ALL of the instructional materials – for the entire lesson – listed in the Resources and References (or Materials) section?
16. Cross-reference the Evaluation with the evaluation statement part of the Goals Objective. Does the evaluation match what was stated in the evaluation statement? Does the evaluation include the condition, performance, and criteria?
17. Does the lesson plan include at least 3 labeled ESOL strategies? Are the ESOL strategies identified throughout the lesson in bold, capital letters as follows: **(ESOL STRATEGY FOR TASIR: USE OF VISUALS)**?
18. Are the ESOL strategies included in the parts of the plan that you will be able to implement for your microteach: anticipatory set, presentation/input, modeling, checking for understanding?
19. Are the ESOL strategies and rationale for their inclusion also listed at the end of the lesson plan? You are to explain at least one ESOL strategy incorporated into the lesson for each ELL student. You are also to explain your rationale for selecting each ESOL strategy.
20. Is a copy of a graphic organizer included in or attached to the lesson plan? (During the planning stage, a sketch of the graphic organizer can be included.) Is the graphic organizer appropriate for the lesson? (For example, if teaching comparing/contrasting, a Venn Diagram would be appropriate.)